

**KS3 Curriculum overview: Subject**

	Year 7	Year 8	Year 9
Autumn 1	<ul style="list-style-type: none"> <li>Rules of the Food Technology Room. Hygiene and washing up</li> <li>Safety</li> <li>Recognising ingredients (naming common items found in fridge/freezer and cupboards)</li> <li>Knowing where food should be stored.</li> </ul>	<ul style="list-style-type: none"> <li>Recapping the food groups and why the body needs these to function.</li> <li>Identification of the benefits and drawbacks of a variety of meals.</li> <li>Ways in which we can make meals healthier.</li> </ul>	<ul style="list-style-type: none"> <li>Homemade versus shop bought food.</li> <li>Learning the value of home-made food and the advantages and disadvantages.</li> <li>Look at nutritional including value, cost, quantities, taste and texture.</li> <li>Trip to Morrison's to compare making a macaroni cheese to a ready meal.</li> </ul>
Autumn 2	Food Studies is swapped with RE at this time.	Food Studies is swapped with RE at this time.	Food Studies is swapped with RE at this time.
Spring 1	<ul style="list-style-type: none"> <li>Identifying Equipment and understanding their uses.</li> <li>Basic practical skills for making snacks.</li> <li>Evaluating cooked products.</li> </ul> Descriptive vocabulary around senses.	<ul style="list-style-type: none"> <li>Healthy Eating and diet related illnesses.</li> <li>Range of healthy practical dishes:</li> <li>Develop weighing and measuring skills.</li> <li>Development of health and safety awareness. (Hazards/ scenarios)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Traffic light systems on packaging.</a></li> <li>Describing words for taste, texture and appearance of food.</li> <li>Students to evaluate ready meals using a variety of new words.</li> <li>Sources of food (reared / grown / processed / caught)</li> </ul>
Spring 2	Food studies is swapped with RE at this time.	Food studies is swapped with RE at this time.	Food Studies is swapped with RE at this time.

<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Where does our food come from?</li> <li>• What is healthy eating?</li> <li>• What are our diets like?</li> <li>• Eat well guide with specific coverage of all food groups and nutrients. This will include the role they play in our diets, which foods we can find them in and snacks we could make to cater for a balanced diet.</li> <li>• Development of skills</li> <li>• Development of awareness of hygiene and safety.</li> </ul> <p>Develop and use of a range of kitchen equipment.</p>	<ul style="list-style-type: none"> <li>• Dietary needs including: Nut allergies Vegetarian Vegan Pescetarian Lactose intolerant</li> <li>• Make a selection of dishes to suit the needs of different people.</li> <li>• How to adapt dishes to make them healthier.</li> </ul>	<ul style="list-style-type: none"> <li>• Food from around the world.</li> <li>• Understanding how other cultures have influenced the diet of people in the UK.</li> <li>• How do factors affect people's diet? (Sensory, environmental, cultural, religion)</li> <li>• Developing independent working</li> <li>• Discussion and information about Food Technology as an option for Yr10/11</li> </ul>
<b>Summer 2</b>	Food studies is swapped with RE at this time.	Food studies is swapped with RE at this time.	Food studies is swapped with RE at this time.

### NCFE Level 1 / 2 in Food and Cookery Skills

**Year 10**

**Year 11**

**This course is delivered across year 10 and 11.**

Unit 1:

Understand how to prepare self and the environment for cooking.  
 Describe safe and hygienic working practices to prepare self for cooking.  
 Describe safe and hygienic working practices to prepare the cooking environment.  
 Assess potential risks and hazards in the cooking environment.  
 Understand how to prepare and store equipment and utensils.  
 Describe the uses of cooking equipment and utensils.  
 Describe how to prepare equipment and utensils for cooking.  
 Describe safe cleaning and storage of equipment and utensils.  
 Understand recipes for cooking.  
 Describe the purpose of a recipe.

Identify the stages of a recipe.  
Describe the purpose of different ingredients in a recipe.  
Describe cooking skills.  
Be able to use skills for food preparation and cooking.  
Demonstrate safe and hygienic working practices to prepare self and environment for cooking  
Demonstrate how to follow recipes.  
Demonstrate cooking skills.  
Demonstrate safe use of equipment and utensils.  
Demonstrate safe and hygienic cleaning and storage of equipment and utensils

#### Unit 2:

Understand the sources of food.  
Describe the main food groups.  
Describe sources of foods from each main food group.  
Explain how seasons affect food availability.  
Understand factors affecting food choices.  
Describe how social factors affect food choices.  
Describe how environmental factors affect food choices  
Describe how cost factors affect food choices.  
Describe how sensory factors affect food choices.

#### Unit 3:

Understand the importance of a balanced diet.  
Explain what is meant by a balanced diet.  
Describe the nutrients that make up a balanced diet.  
Explain nutrients requirements for different groups of people.  
Explain healthy eating advice.  
Explain how nutritional information on food labels can inform healthy eating.  
Assess a food diary and make recommendations.  
Be able to change recipes to make them healthier.  
Assess a recipe in terms of its contribution to healthy eating.  
Explain how the recipe could be changed to make the finished dish healthier.  
Describe other factors that could affect the finished dish

#### Unit 4:

Practical Exam – Plan and produce a menu of dishes in response to a brief.